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ABSTRACT

This is the third unit in a series that introduces population concepts into the eighth grade American history curriculum. (See SO 013 782 for an overview to the guide.) In Episode III, the history topic is the late colonial periods. Unit objectives are to (1) examine the effects of different lifestyles on population changes in America and England; (2) scrutinize the effects of the availability of resources on population changes in England; (3) survey the effects of social sanctions and marriage patterns in England and the American colonies on population increase and family size; (4) examine the effect of marriage customs and laws and the effect of different family sizes on population growth; and (5) evaluate student learning and reinforce conceptual understanding of population growth. Activities include having students read and discuss primary source materials about settlement in Kentucky, simulate a move to a new planet, determine arithmetically how different family sizes effect population growth, and play a game which reinforces the concept of population growth. (NE)

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RESOURCE MATERIAL DEVELOPMENT: POPULATION DYNAMICS IN EIGHTH GRADE AMERICAN HISTORY

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Episode III
Peopling the American Colonies

Florida State University
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INTRODUCTION

The eight multi-media units of which Peopling the American Colonies is a part are designed to help the teacher introduce population concepts into the school curriculum. To assist the teacher in this task an "infusion" approach is used, (i.e., the units are introduced into the curriculum in conjunction with a related regular topic in the school-adopted program). The school-adopted program, in this instance, is American History, and an attempt is made to correlate history topics with population topics. The chart on the following page shows the exact correlations for all eight units. Although points of entry are suggested, it is expected that the teacher will make his own judgement as to when is the most propitious time to introduce each unit or population episode. Certainly, depending on how the teacher organizes his course, he may change the sequence of topics, or decide to concentrate and spend time on only a few episodes. Thus, he may decide to spend more than a week on the chosen topic and engage the class in extended activities.

There are two basic assumptions that underlie this series: (1) Since everyone is a population actor, (i.e., decisions are made everyday on such issues as where to buy a new home, how large a family to have, where to go on a vacation, or how to vote on a local zoning ordinance), we all need to understand population phenomena, and, (2) Since we consider population education to be a rational rather than an emotional process, we stress that population concepts are best taught in an inquiry framework where the causes and consequences of population changes are understood

and where alternatives are offered and the reasons or grounds for holding them are carefully presented and examined. Therefore, we have consistently rejected the use of propaganda or indoctrination in teaching and learning population matters.

More specifically, the Program aims at having students participate in the process of inquiry into the nature of human populations and the natural and human consequences of demographic change. Our main goal is to help the teacher and the students make rational decisions about population matters as members of their family and local community, as well as national and world communities, utilizing appropriate information sources and inquiry skills.

RESOURCE MATERIAL DEVELOPMENT
POPULATION DYNAMICS IN EIGHT GRADE AMERICAN HISTORY

	HISTORY TOPICS	POPULATION TOPICS
I.	European Exploration of the New World	Early Stages of the Demographic Transition; Components of Population Change
II.	European Colonization of the New World	Population distribution and Settlement patterns; population characteristics of settlers.
III.	The Late Colonial Period	Comparisons of factors affecting population size between the English and the colonists; effects of high birth rates on population growth in the colonies.
IV.	Union Under the Constitution	Taking a population census under Article I; comparisons made between the census of 1790 and 1970.
V.	Westward Movement, Civil War and Reconstruction	The Changing Regional Balance of the Population; black migration from the south; westward migration
VI.	The Rise of the Cities and Industrialization	Rural/urban differentials in the population; industrialization and the urbanization of America.
VII.	America Becomes a World Power	Immigration as a Component of Population Change
VIII.	United States and World Affairs	The United States in the third stage of the demographic transition; the infusion of technology into developing countries and its effect on population growth.

ORGANIZATION OF THE UNIT

Each unit is divided into two sections -- a teacher manual (TM) and a student manual (SM). The teacher manual includes the following:

Evaluation: This is an evaluation form which the teacher can use to measure the student's progress in learning about population matters and issues. The same instrument may be used before and following instruction as pretests and posttests. It is expected that the results of the tests will be used by the teacher to improve instruction. (See separate test booklet).

Goal: This is a statement of what the unit seeks to accomplish in a broad sense.

Objectives: These are specific statements expressed in behavioral terms as to what the unit and its component parts seek to achieve. The objectives, stated in terms of student behaviors, include both population content and inquiry process statements.

Hypotheses: These are potential statements of relationships which seek to explain population phenomena (e.g., relationships among population components — mortality, fertility, migration -- or relationships between changes in population and changes in the socio-political world). WHile these hypotheses may serve as a broad framework for the pattern of questions and the classroom discussion they are not intended to be used in their present form. As part of the program they are intended primarily for teacher use. Students should

be encouraged to exercise their own judgement about the material and should generate their own hypotheses or generalizations, using their own words and expressions. One important thing to remember here is that forming a hypothesis is the beginning, not the end, of inquiring into population matters.

Background Information: Here the unit provides additional information to the teacher; (i.e., beyond what is available in the student manual). This section would be very important if the topic is complicated or quite new to the teacher and the class.

Materials and Equipment Needed: Student materials are organized around springboards. A springboard is a motivating and thought-provoking material which is used to open up discussion on a topic. Springboards can be produced in several forms including documents, poems, newspaper articles, artifacts, music, or audio-visuals. All the materials furnished in the student packet are normally listed here, as well as other resources and equipment required for a class session.

Procedures: This section provides instructions as to how the materials can be used. This section also includes a list of "What Will You Find Out?" and "What Do You Think?" questions that should be used in class. As was the case with the hypotheses, however, these questions should not be thought of as absolutes. Questions should be modified or new

questions should be added, if necessary, but these changes should be kept to a minimum.

The student manual includes all the springboards which are prepared for classroom use. These materials are the colored pages in this manual, and in most cases should be made available in multiple copies. Each student is expected to have one complete set. In other cases, especially when audio-visuals are used, there is only one set for the entire class.

Each student springboard is marked according to the unit it belongs to. For example, SM-IV-1 means that the springboard is part of Unit IV and that is designed for Day 1. Each unit is divided into five-day segments, normally one class period a day. This does not mean that the teacher may not use the materials for extended periods of time. Rather than thinking of a fixed five-day framework, the teacher should think of a flexible use of materials which is in line with the overall instructional objectives.

For the teacher who wants to get additional information and suggestions on teaching population concepts through inquiry the following references might be useful:

Massialas, Byron G., and Jack Zevin, Creative Encounters in the Classroom: Teaching and Learning through Discovery, New York: John Wiley & Sons, 1967. Provides examples on inquiry teaching and learning and an exercise on classroom use of population charts.

Massialas, Byron G., Nancy F. Sprague, and Joseph B. Hurst, Social Issues through Inquiry: Coping in an Age of Crises, Englewood Cliffs,

New Jersey: Prentice-Hall, Inc., 1975. Practical examples for teachers in dealing reflectively with social concerns in the classroom.

Nam, Charles B., ed., Population and Society, Boston: Houghton Mifflin, 1968. An anthology dealing with substantive population topics.

Options: A Study Guide to Population and the American Future, Washington, D. C.: Population Reference Bureau, 1973. Suggestions for teachers for introducing population ideas in the classroom. Related to the Commission Report and film on "Population Growth and the American Future."

Social Education, special issue on "Population Education," Vol. 36, No. 4 (April, 1972).

The study of population is not only important but it can be fun. We trust that you will try to teach and learn population concepts in this spirit and that our students will join us.

TM-III-I

POPULATION GROWTH IN THE AMERICAN COLONIES
DIFFERENT LIFE STYLES

GOAL:

To examine the effects of different life styles on population changes in America and in England.

OBJECTIVES:

1. The student will compare and contrast the physical characteristics of the American farm and the English farm.
2. The student will examine the factors that encouraged larger families in America than in Europe.
3. The student will dramatize the responsibilities an American pioneer had in settling new land.
4. The student will form hypotheses explaining the relationship between the population density of an area and the size of the average family in that area.
5. The student will form hypotheses showing the relationship between the life style of a group and its family size.

HYPOTHESIS:

1. If family units live in isolated areas they may have a higher birth rate than family units living in close proximity to one another.

BACKGROUND INFORMATION:

During the period of the American Revolution, the American colonies were undergoing population growth at an average rate of 34.5 percent per decade. This growth was determined by the rate of natural increase (birth rate minus death rate), importation of slaves, and immigration. If one subtracts the growth created by slave importation and immigration, the natural growth rate is still 26-30 percent per decade. This rate

in the 1780's is the most rapid growth rate of any time in American history and is comparable to the growth rate in developing countries today. Although exact census data from the colonial period are not available, it has been estimated that the colonial growth rate was considerably higher than the English rate of the same period.

The purpose of this unit is to explore some of the factors that led to this tremendous growth. Today's lesson will focus on the American and English farmer. Through the use of transparencies and group work, the students will explore the natural population increase of the American farmer in the late 1700's.

MATERIALS AND EQUIPMENT NEEDED:

..Transparencies of American and English farms
..Overhead Projector
..Class copies of springboard #2 (Pioneer Families in Early America)

PROCEDURES:

The transparencies used in this lesson show the proximity of the farms of the American pioneer family and the English village farms. In America where land and resources were abundant, pioneers had sufficient land for an entire farm. In England where land was scarce, the people had their homes close together with large central areas for farming.

I. The students should be shown each of the transparencies and be asked to describe what they see in it. They should compare the similarities and differences between the two without being aware that one is an

English and one is an American farm. Following this discussion the students should identify each picture as being of either an English or an American farm and give reasons for their labels. The following questions may serve as a basis for class discussion of their reasons.

WHAT DO YOU THINK?

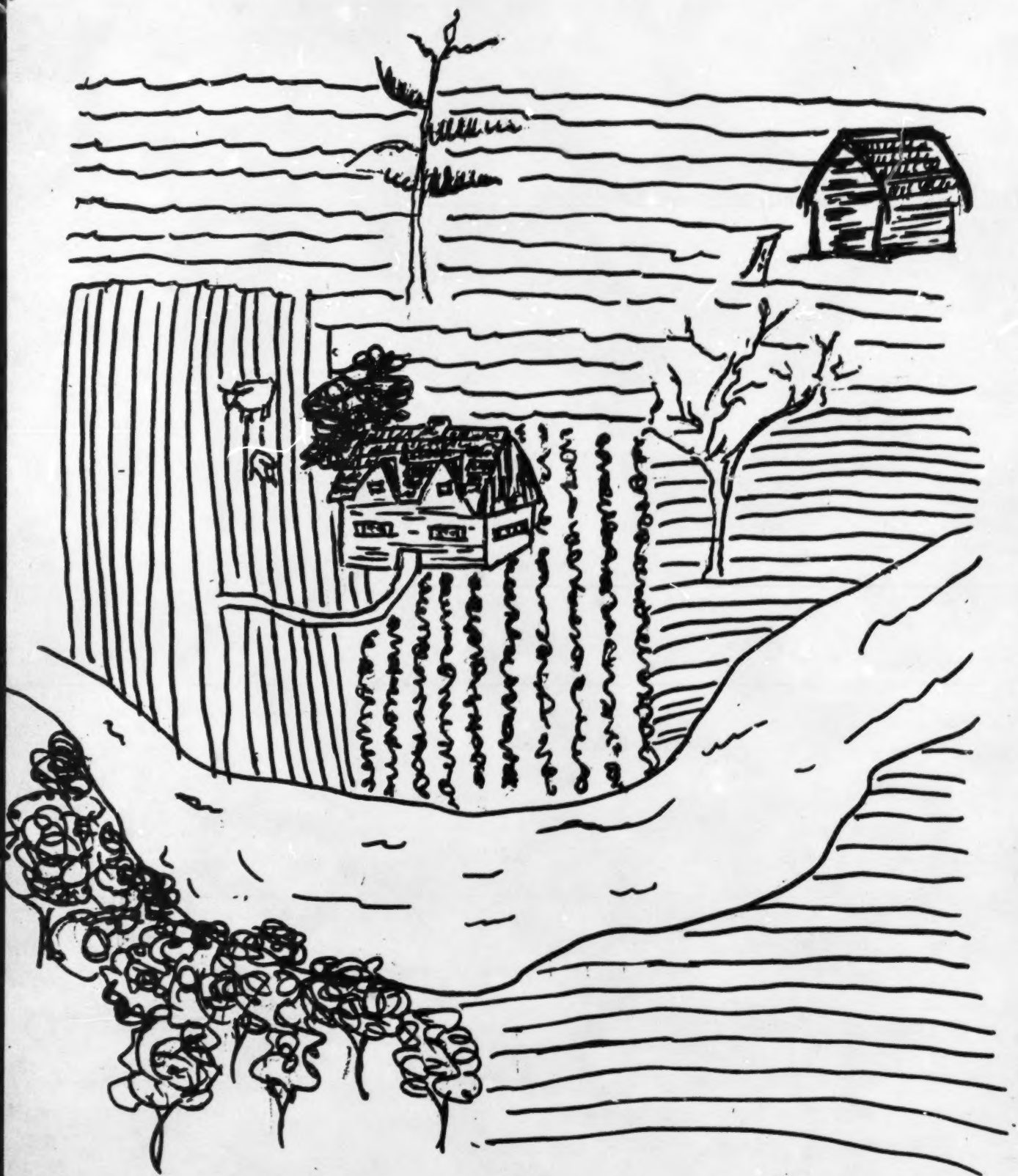
1. Did American farmers live in the same kind of villages the English lived in? Explain.
2. Why didn't the English farmers live in isolated rural areas?
3. What is an epidemic? If a large epidemic were sweeping through the country, would the American or the English family be affected the most? Explain.
4. In each individual family, who might get sick first? Why?
5. How did the English farmers get their water supply? The American farmer? Explain.
6. Would you rather drink from the fresh water stream or from the village well? Why? Would one group be more inclined to become sick from his water supply? Explain.
7. Which of the two families might have the most children? Which might have the most children grow up to adulthood? (Benjamin Franklin stated that the average American family had 8 children, while the average English family had only 4).

II. Divide the students into small groups according to sex. Hand out springboard #2 as a guideline for each group. Have each group pretend that they are American farmers in an unsettled area in 1780. These farmers have cleared just enough land to build a cabin and plant a small garden. Each group should make a list of all the jobs that this family will do in order to meet their basic needs of food, clothing and shelter. No other family lives close to them. There is a small town twenty miles away.

The groups of boys should discuss the role of men in the pioneer family, while the female groups discuss the role of women in the family. Each group should select one member to be the official recorder for the group. After 10-15 minutes of group work, the students should record their responses on the blackboard. The following questions could serve as a guideline for the group discussion.

WHAT DO YOU THINK?

1. What are the jobs that each family member would have to do?
2. How much time each day would this pioneer family have to work?
3. Who could they get to help them with their jobs?
4. What size family would you think they might want? Why?
5. Would you like to be a member of this family? Why or why not?
6. How do these jobs compare with the activities of a farm family today? Are there any major changes?



SM-III-1
Springboard #2

PIONEER FAMILIES IN EARLY AMERICA

TRY TO IMAGINE WHAT IT WOULD BE LIKE TO HAVE LIVED DURING THE TIME OF THE PIONEERS IN AMERICA. PRETEND THAT YOU ARE A MEMBER OF A PIONEER FAMILY IN AMERICA IN 1780. YOU AND YOUR FAMILY HAVE CLEARED JUST ENOUGH LAND TO BUILD A CABIN AND PLANT A SMALL GARDEN. NO OTHER FAMILY LIVES CLOSE TO YOU. THERE IS A SMALL TOWN TWENTY MILES AWAY.

MAKE A LIST OF THE JOBS THAT THE MEMBERS OF YOUR FAMILY WOULD HAVE TO DO IN ORDER TO SURVIVE. IF YOU ARE A GIRL, TRY TO THINK ABOUT THE KIND OF JOBS THAT WOMEN AND GIRLS DID DURING THIS TIME. IF YOU ARE A BOY, THINK OF THE WORK THAT YOU AND YOUR FATHER WOULD HAVE TO DO.

JOBS NECESSARY FOR FOOD:

JOBS NECESSARY FOR CLOTHING:

JOBS NECESSARY FOR SHELTER:

OTHER:

TM-III-2

POPULATION GROWTH IN THE AMERICAN COLONIES
RESOURCE AVAILABILITY

GOAL:

To examine the effects of the availability of resources on population change in England and in the American colonies.

OBJECTIVES:

1. The student will compare land availability in England and America.
2. The student will form hypotheses showing the relationship between the availability of natural resources and population change.
3. The student will examine the resources available in the United States in the late 1700's.
4. The student will form hypotheses showing the effect available resources might have on a people's desire to relocate.

HYPOTHESES:

1. If a given area contains a relative abundance of natural resources and if they are easily accessible, people may move to that area.
2. If a land area produces an abundant food supply, the people in that area may be able to meet the food demands of a growing population.

BACKGROUND INFORMATION:

The second lesson focuses on the resources of the colonies, and how resource availability relates to population growth. The abundance of new and fertile land is believed to be one of the main reasons the Americans were having such a high natural increase. In addition, the land was available on easy terms, and the climate was suitable to grow many European grain crops.

During the American Revolution, Virginia opened Kentucky for settlement. Since the Royal Proclamation of 1763, settlement in the western Alleghenies had been prohibited. During the Revolutionary War, however, Virginia needed money, consequently, it sold some of its land known as Kentucky to settlers wishing to move west. The movement westward began. The number of people in Kentucky increased more rapidly than in any other area. Thousands of potential American farmers crossed the Cumberland Gap in caravans or floated down the Ohio River on boats to reach Kentucky.

Kentucky will be used as an example to show how the easy availability of good rich land can result in rapid population increase. This hypothesis will be examined by using the demographic concept of migration and natural increase (birth rate minus death rate).

MATERIALS AND EQUIPEMENT NEEDED:

..Tape recorder (Cassette)
..Tape of Filson's description of Kentucky
..Wall map of the World
..Class copies of Springboard #1 (John Filson Writes About America)
..Class copies of Springboard #2 (Moving to a New Planet)

PROCEDURES:

I. This class session should begin by having the students name the original thirteen colonies and locate them on the wall map. The students should also located England on the map. The teacher should write on the board the population of the colonies and of England in about 1780.

Population of England - 4.5 million
Population of the Colonies - 1.7 million

The following questions can be used to direct the class discussion.

WHAT DO YOU THINK?

1. Which of the two areas had the largest population?
2. Which of the two areas had the most land area?
3. How might you get land in England? In the United States? Where might it be easier to get land? Explain.
4. Would you prefer to live in England or the colonies? Why? (Stress land/people relationship).

II. John Filson first went to Kentucky in 1782 or 1783. He traveled through miles of Kentucky wilderness while interviewing frontiersmen and gathering data for the first book and map of Kentucky. The book, The Discovery, Settlement and Present State of Kentucky, was first printed in 1784 in America and distributed also in England. It appeared in 1785 in a French and a German edition. Filson was the first American to write about Daniel Boone's adventures in settling and establishing Boonesborough.

The students should be given Filson's description of Kentucky (springboard #1 - John Filson Writes About America) to read while listening to the tape recording of it (Tape III-2). The following questions may serve as a guide for class discussion:

WHAT WILL YOU FIND OUT?

1. Would crops grow well in Kentucky? Why or why not?
2. Was Kentucky considered a good place to live? Explain.
3. How could you get land in Kentucky?

WHAT WILL YOU FIND OUT?, con't...

4. What kind of weather does Kentucky have?

5. If you had a farm, what type of food would you eat?

6. What type of animals might you have on your farm?

WHAT DO YOU THINK?

1. If an area has abundant natural resources, what might happen to that area?

2. Do you think groups of people would rather live in areas where people already live or in areas that have never been settled?

3. Why might people move to a new and unknown area? Are there any unknown areas you would like to visit?

4. Would you have moved to Kentucky if you had been a pioneer in 1790? Why or why not? Would you want to move to Kentucky now?

III. This activity provides an opportunity for the students to show their perception of the relationship between the availability of resources and population increase. The class should be divided into groups of two members each to work on the activity (springboard #2 - Moving to a New Planet).

SM-III-2
Springboard #1

JOHN FILSON WRITES ABOUT AMERICA

This country is more temperate and healthy than the other settled parts of America. In summer it wants the sandy heats which Virginia and Carolina experience, and receives a fine air from its rivers. In Winter, which at most only lasts three months, commonly two, and is but seldom severe, the people are safe in bad houses; and the beasts have a good supply without fodder. The Winter begins about Christmas and ends about the first of March, at farthest does not exceed the middle of that month. Snow seldom falls deep or lies long.

The soil of Kentucke is of a loose, deep black mould, without sand, in the first rate lands about two or three feet deep, and exceeding luxurious in all its productions. In some places the mould inclines to brown. In some the wood, as the natural consequence of too rich a soil, is of little value, appearing like dead timber and large stumps in a field lately cleared. These parts are not considerable. The country in general may be considered as well tembered, producing large trees of many kinds, and to be exceeded by no country in variety. Those which are peculiar to Kentucke are the sugar-tree, which grows in all parts in great plenty, and furnishes every family with plenty of excellent sugar. The honey-locust is curiously surrounded with large thorny spikes, bearing broad and long pods in form of peas, has a sweet taste, and makes excellent beer.

This country is richest on the higher lands, exceeding the finest low grounds in the settled parts of the continent. When cultivated it produces in common fifty and sixty bushels per acre; and I have heard it affirmed by credible persons, that above one hundred bushels of good corn were produced from an acre in one season. The first rate land is too rich for wheat till it has been reduced by four or five years cultivation.

I think in common the land will produce about thirty bushels of wheat, and rye, upon a moderate computation, per acre; and this is the general opinion of the inhabitants. We may suppose that barley and oats will increase abundantly, as yet they have not been sufficiently tried. The soil is very favourable to flax and hemp, turnips, potatoes and cotton, which grow in abundance; and the second, third and fourth rate lands, are as proper for small grain. These accounts of such amazing fertility may, to some, appear incredible, but are certainly true. Every husbandman may have a good garden, or meadow, without water or manure, where he pleases. The soil, which is not of a thirsty nature, is commonly well supplied with plentiful showers.

The western waters produce plenty of fish and fowl. The fish common to the waters of the Ohio are the buffalo-fish, of a large size, and the cat-fish sometimes exceeding one hundred weight. Salmons have been taken in Kentucke weighing thirty weight. The mullet, rock, perch, gar-fish, and eel, are here in plenty. It is said that there are no trouts in the western waters. Suckers, sun-fish, and other hook-fish,

are abundant; but no shad, or herrings. We may suppose with a degree of certainty, that there are large subterraneous aqueducts stored with fish, from whence fine springs arise in many parts producing fine hook-fish in variety. On these waters, and especially on the Ohio, the geese and ducks are amazingly numerous.

The land fowls are turkeys, which are very frequent, pheasants, partridges, and ravens: The perraquet, a bird every way resembling a parrot, but much smaller; the ivory-bill wood-cock, of a whitish colour with a white plume, flies screaming exceeding sharp. It is asserted, that the bill of this bird is pure ivory, a circumstance very singular in the plumy tribe. The great owl resembles its species in other parts but is remarkably different in its vociferation, sometimes making a strange, surprising noise, like a man in the most extreme danger and difficulty.

Among the native animals are the urus, or zorax, described by Cesar, which we call a buffalo, much resembling a large bull, of a great size, with a large head, thick short crooked horns, and broader in his fore-part than behind. Upon his shoulder is a large lump of flesh, covered with a thick boss of long wool and curly hair, of a dark brown colour. They do not rise from the ground as our cattle, but spring up at once upon their feet; are of a broad make and clumsy appearance, with short legs, but run fast, and turn not aside for anything when chased, except a standing tree. They weigh from five to ten hundred weight, are excellent meat, supplying the inhabitants in many parts with beef, and their hides make good leather. I have heard a hunter assert, he saw above one thousand buffaloes at the Blue Licks at once; so numerous were they before the first settlers had wantonly sported away their lives. There still remains a great number in the exterior parts of the settlement. They feed upon cane and grass, as other cattle, and are innocent harmless creatures.

There are still to be found many deer, elks and bears, within the settlement, and many more on the borders of it. There are also panthers, wild-cats, and wolves.

The waters have plenty of beavers, otters, minks, and musk-rats: Nor are the animals common to other parts wanting, such as foxes, rabbits, squirrels, racoons, ground-hogs, pole-cats, and oppossums. Most of the species of the domestic quadrupeds have been introduced since the settlement, such as horses, cows, sheep and hogs, which are prodigiously multiplied, suffered to run in the woods without a keeper, and only brought home when wanted.

The proprietors of the Kentucke lands obtain their patents from Virginia, and their rights are of three kinds, viz. Those which arise from military service, from settlement and pre-emption, or from warrants from the treasury. The military rights are held by officers, or their representatives, as a reward for services done in one of the two last wars. The Settlement and pre-emption rights arise from occupation. Every man

who, before March, 1780, had remained in the country one year, or raised a crop of corn, was allowed to have a settlement of four hundred acres, and a pre-emption adjoining it of one thousand acres. Every man who had only built a cabbin, or made any improvement by himself or others, was entitled to a pre-emption of one thousand acres where such improvement was made.

Having finished my intended narrative, I shall close the appendix with a few observations upon the happy circumstances, that the inhabitants of Kentucke will probably enjoy, from the possession of a country so extensive and fertile.

There are four natural qualities necessary to promote the happiness of a country, viz. A good soil, air, water and trade. These taken collectively, excepting the latter, Kentucke possesses in a superior degree: And, agreeable to our description of the western trade, we conclude, that it will be nearly equal to any other on the continent of America, and the disadvantages it is subject to, be fully compensated by the fertility of the soil.

adapted from John Filson, The Discovery, Settlement and Present State of Kentucke, (New York: Corinth Books, 1962).

SM-III-2
Springboard #2

MOVING TO A NEW PLANET

SUPPOSE MAN FOUND A WAY TO LIVE ON A NEARBY PLANET. THE PLANET HAS PLENTY OF WATER, FOOD, AIR AND OTHER NATURAL RESOURCES NEEDED BY MAN. IT IS QUITE SIMILAR TO THE EARTH, HOWEVER, NO ONE LIVES THERE.

WOULD YOU LIKE TO MOVE TO THE NEW PLANET? _____

GIVE AT LEAST TWO REASONS FOR YOUR DECISION:

(1)

(2)

ONCE YOU ARRIVED ON THE NEW PLANET YOU WERE ASKED TO BE IN CHARGE OF MAKING RULES ABOUT THE USE OF RESOURCES ON YOUR PLANET. WRITE AT LEAST THREE RULES YOU WOULD MAKE:

(1)

(2)

(3)

TM-III-3

POPULATION GROWTH IN THE AMERICAN COLONIES
MARRIAGE PATTERNS

GOAL:

To examine the effects of social sanctions and marriage patterns in England and the American colonies on population increase and family size.

OBJECTIVES:

1. The student will develop hypotheses explaining the relationship between availability of land for settling and the marriage age of young couples.
2. The student will compare the average age at marriage in Europe and the American colonies.
3. The student will examine laws and customs that promoted marriage in the American colonies.

HYPOTHESES:

1. If a society desires for its young people to marry at an early age, it is likely to establish appropriate laws and social norms.
2. If a group of people have economic obligations that must be met prior to marriage, then that group may marry late in life.
3. If a group of people marry at an early age, then they may tend to have larger family sizes than people who marry later in life.

BACKGROUND INFORMATION:

After reviewing European and colonial marriages during this period, certain marriage patterns emerge. The European late marriage was typical throughout western Europe because of certain economic conditions. Couples had to postpone marriage until they had enough resources to buy land and support themselves or until they inherited land. European land was both scarce and expensive. Free and cheap land in the colonies

was always available. The colonies had laws, taxes, rules and customs that discriminated against single persons. Therefore, the average marriage age in the colonies was much earlier than the average marriage age in Europe.

MATERIALS AND EQUIPMENT NEEDED:

..Class copies of springboard #1 (Famous Quotes).
..Class copies of springboard #2 (Average Age at First Marriage).
..Class copies of springboard #3 (Laws in the Colonies).
..Class copies of springboard #4 (Population Policy for a New Planet).

PROCEDURES:

In the session yesterday the students discovered that areas with abundant resources tend to attract groups of people and that these people tend to have larger family sizes than groups living in areas where resources are scarce. In today's session students may discover the relationship between family size and the age of marriage.

I. This session should begin with a review of the previous sessions. The teacher should write "England" and "America" on the board. The students should be asked to state why America has a faster rate of population growth than England. The list could include some of the following:

ENGLAND	AMERICA
1. Live close together in villages	1. Live on isolated farms
2. More population (4.5 million)	2. Smaller population (1.7 million)
3. Young people inherit or buy land	3. Men get land free or cheap
4. Family size is 4 children	4. Family size is 8 children

As new observations are made during the class session, they should be added to the list.

II. Each student should be given a copy of the three statements made by famous men living in the colonies (springboard #1 - Famous Quotes). Each quote is recorded on tape III-3. The students should read the quotes while listening to the tape. The following questions may serve as a guide for class discussion.

WHAT DO YOU THINK?

1. Where do you think the author of each quote lives?
2. What restrictions are placed on marriage?
3. Why do the authors feel that the population will grow faster in America than in England?
4. How did young people in England get land? in America?
5. Where did young people live after they got married in England? in America?
6. Do you think the English or the American men married earlier in life?
7. Who might have more children - people who marry early or late in life? Explain.
8. How might the law about where people live after they get married affect the age at which a man gets married? Explain.
9. What is over-population? Did the colonists worry about over-population? Why or why not?
10. What did quote #2 say might happen to people in over-populated areas? Do you think this could happen in the colonies at the time? If so, where? If not, why not?
11. Do you think Americans today could become over-populated? Why or why not?

III. Before handing out and discussing the second springboard, the teacher should write the phrase "childbearing ages" on the board. Ask the class to define the term and guess when it is for the average woman. A woman's childbearing ages is when most women can have babies. This age range is generally between 15-44. Have the students calculate how many years most women are able to have children (approximately 30 years). Record this number on the board.

CHILDBEARING AGES - 15 to 44 (30 years, a woman's fertile period).

IV. Each student should be given a copy of the chart and paragraphs describing the age at first marriage (springboard #2 - Average Age At First Marriage). The following questions may be useful:

WHAT WILL YOU FIND OUT?

1. How old were the men in (Germany) in 1790 when they got married? The women? (Vary the question until you are sure the students can read the chart).
2. How many years could an English woman in 1790 expect to have children? (subtract the woman's age at marriage from the oldest year a woman would expect to have a child — 44 minus 26 equals 18 years).
3. How many children did most English woman have according to Benjamin Franklin? (4)
4. According to Madam Knight, most American men married before what age? (20).
5. What is a "stale maid"? How did most Americans feel about a "stale maid"? Do they still feel this way?
6. How old were most American females when they got married? (13-14).
7. How many years could an American woman expect to have children? (44 - 14 = 30 years).

WHAT WILL YOU FIND OUT?, con't...

8. Approximately how many children did Benjamin Franklin say American women had? (8).

WHAT DO YOU THINK?

Suppose you were a young man who had lived in the colonies for five years and then your family moved back to England. You are 21 years old and almost all of your friends in America are married. You are not married because the woman you love still lives in England.

1. Will you be able to marry her when you get to England?

2. What obligations would you need to meet before you can get married?

3. How do these problems affect the age a person married in England?

4. At what age does the average American marry today? (Men - 23, women - 20 1/2). What kind of obligations do they have to meet?

5. Do young people today have the same kind of obligations as colonial young people had? Explain.

V. Springboard #3 (Laws in the Colonies) is a list of actual laws that were made in the colonies. If necessary, the teacher should ask questions to insure comprehension of the laws.

WHAT DO YOU THINK?

1. Do you think most people would choose to remain single in the colonies? Why or why not?

2. Why do you suppose a government would make laws that encourage everyone to get married?

3. Do you think the English would have laws like these? Why or why not?

4. Why might a country want to encourage population growth?

WHAT DO YOU THINK?, con't...

5. Why might a country want to discourage population growth?

6. Do we have restrictions on people who aren't married today? political? social? economic? (e.g., unmarried people pay a larger percentage of their income for income taxes than do married people).

VI. Following the class discussion of the Laws in the Colonies, the students should be given a ringboard #4 -(Population Policy for a New Planet). This is a follow-up activity to the exercise done on day two and should be done individually by each student.

SM-III-3
Springboard #1

FAMOUS QUOTES

It does not seem difficult to find out the reasons why the people multiply faster here than in Europe. As soon as a person is old enough he may marry in these provinces without any fear of poverty. There is such an amount of good land yet uncultivated that a newly married man can, without difficulty, get a spot of ground where he may comfortably live with his wife and children.

I believe people increase faster by Generation in these Colonies, where all can have full Employment, and there is Room and Business for Millions yet unborn. For in old settled Countries, as England for Instance, as soon as the Number of People is as great as can be supplied by all the Tillage, Manufactures, Trade and Offices of the Country, the Overplus must quit the Country, or they will perish by Poverty, Diseases, and want of Necessaries. Marriage too, is discarded, many declining it, 'till they can see how they shall be able to maintain a Family.

In most of the older and more closely settled countries the young people grew up on farms. Because the area was closely settled, there was little chance of all the young people renting a farm or buying a farm until their parents died or retired. Moreover, once a couple was married they were supposed to live in their own house and not with the parents.

First and second quotes
Adapted from: James H. Cassedy, Demography in the Early America: 1600-1800. (Cambridge, Massachusetts, 1969.)

Third quote adapted from:
Warren Simpson Thompson, Population Problems. (New York: McGraw-Hill, 1930.

SM-III-3
Springboard #2

AVERAGE AGE AT FIRST MARRIAGE

COUNTRY	MEN	WOMEN
German		
1721-1750	27.4	25.4
1751-1780	27.6	25.6
1781-1800	26.6	25.1
Flemish		
1720-1739	26.4	25.1
1740-1759	26.7	25.1
1760-1779	24.1	23.1
England		
1720-1749	26.2	27.2
1750-1769	25.0	26.3
1770-1799	27.6	26.4

Madam Knight (1704) "They generally marry very young, the males oftener as I am told under twenty years than above."

North Carolina physician (1731) "They marry generally very young, some at thirteen or fourteen, and she that continues unmarried until twenty is reckoned a stale maid, which is a very indifferent character in this country."

Thomas Jefferson (1782) "Knowing how early marriage takes place here, we shall not be far wrong in supposing that the unmarried part of our militia are those between 16 and 21. If there be young men who do not marry till after 21, there are as many who marry before that age."

Chart taken from:
David Glass, Population in History. (Chicago: Aldine Publishing Co., 1965).

Quotes adapted from: Arthur W. Calhoun, A Social History of the American Family. (New York: Barnes and Noble, Inc., 1945).

SM-III-3
Springboard #3

LAWS IN THE COLONIES

CONNECTICUT: "THE SELFISH LUXURY OF SOLITARY LIVING" WAS TAXED TWENTY SHILLINGS A WEEK.

MASSACHUSETTS: A BACHELOR COULDN'T BE EMPLOYED AT THE SAME JOB FOR MORE THAN A YEAR UNLESS HE GOT MARRIED.

PENNSYLVANIA: BACHELORS HAD TO PAY DOUBLE TAXES.

CONNECTICUT: IN ORDER TO "SUPPRESS INCONVENIENCE AND DISORDERS INCONSISTENT WITH THE MIND OF GOD IN FIFTH COMMANDMENT" SINGLE PERSONS WERE REQUIRED TO LIVE WITH LICENSED FAMILIES.

NEW ENGLAND COLONIES: THESE COLONIES OFFERED "INCURRIDGEMENT" (ENCOURAGEMENT) TO MARRIAGE BY OFFERING FREE LAND TO BACHELORS IF THEY GOT MARRIED.

Adapted from: Willystine Goodsell, Problems of the Family, (New York: The Century Company, 1928); and Willystine Goodsell, A History of Marriage and the Family, (New York: MacMillan Company, 1934).

SM-III-3
Springboard #4

POPULATION POLICY FOR A NEW PLANET

SUPPOSE MAN FOUND A WAY TO LIVE ON A NEARBY PLANET. THE PLANET HAS PLENTY OF WATER, FOOD, AIR AND OTHER NATURAL RESOURCES NEEDED BY MAN. IT IS QUITE SIMILAR TO THE EARTH; HOWEVER, NO ONE LIVES THERE.

YESTERDAY YOU WROTE THREE LAWS ABOUT HOW RESOURCES SHOULD BE USED ON THE PLANET. TODAY YOU ARE IN CHARGE OF MAKING RULES THAT MIGHT AFFECT THE FUTURE SIZE OF THE POPULATION OF YOUR NEW PLANET.

DECIDE IF YOU WANT TO ENCOURAGE A POLICY OF LIMITED OR RAPID POPULATION GROWTH: _____

WRITE AT LEAST FOUR LAWS THAT WOULD HELP YOUR POLICY COME TRUE.

(1)

(2)

(3)

(4)

TM-III-4

POPULATION GROWTH IN THE AMERICAN COLONIES
MARRIAGE CUSTOMS AND LAWS

GOAL:

To examine the effect of marriage customs and laws and the effect of different family sizes on population growth.

OBJECTIVES:

1. The student will compare and contrast laws and customs for marriage in the colonial period and today.
2. The student will trace a family tree showing the effect of different family sizes on population growth.
3. The student will form hypotheses explaining the relationship between marriage customs and the birth rate; between family size and population growth.

HYPOTHESES:

1. If a high proportion of people marry early in life, they may have a higher birth rate than those that marry at a later age.
2. If a high proportion of a population eventually marries, it may have a higher birth rate than a population in which a high proportion of the population remains single.

BACKGROUND INFORMATION:

An important factor contributing to a high natural increase in the American colonies during the 18th century was the marriage patterns of the colonists. The colonists adapted to the new world and changed the traditional European marriage pattern to American ones. A large proportion of the American colonists married, since there were laws which discriminated against single persons. In addition, most people married early in life. This increased the number of years during which the women

could have children. In addition, this meant that the number of years between generations was shorter than in England. As a result more rapid population growth took place. The students will try to explain how and why young people became socialized to marriage patterns differently in the colonies than in England.

MATERIALS AND EQUIPMENT NEEDED:

..Class copies of springboard #1 (Colonial Marriage Bans and Certificates).
..Class copies of springboard #2 (Certificate of Marriage).
..Class copies of springboard #3 (Modern Marriage Requirements).
..Class copies of springboard #4 (Comparison of Family Sizes).

PROCEDURES:

In this session the students will be comparing marriage customs in the colonial period with present day customs. Yesterday the students discovered that people who marry early in life tend to have more children than people who marry late in life. Today they may discover how different family sizes affect population growth.

I. Each student should be given a copy of the Marriage Bans, Marriage Certificate and Slave Marriage Ceremony from colonial times, (springboard #1). Each should be read and discussed to help the students develop a feeling for the institution of marriage in colonial times.

WHAT DO YOU THINK?

1. What is a ban? Why do you suppose a couple had to post bans for three weeks before they could get married?

2. In what ways are the regular marriage certificate and the slave marriage ceremony alike? different?

WHAT DO YOU THINK?, con't...

3. Do you think colonial people felt a marrige should last forever? Why or why not? Do you think it should?

II. The students should be given a copy of the modern marriage certificate and marriage requirements (springbaord #2 and #3).

1. How is the modern standard marriage certificate different from (similar to) the colonial certificate? Why do you suppose so much information is requested today?

2. Why is a blood test required in most states today? Why didn't young people have blood tests in the colonial period?

3. How old was the average young person when he got married in the colonies? today? Do people who get married early or late in life tend to have more children?

4. If you were a colonial newly married couple, how many children would you probably want?

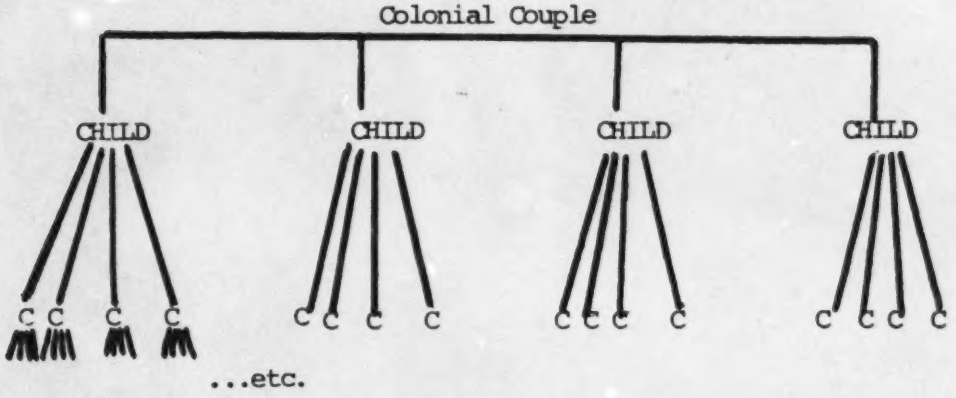
III. In this activity the students will determine arithmetically how different family sizes affect population growth (springboard #4). The students may want to draw a figure to discover the number of births, or they may do it arithmetically. It should be noted that this exercise simplifies reality. In the discussion following this activity be sure to account for the following possibilities.

1. All families are not the same size. Some people may have no children, while others have one, two, three, or more. We are dealing with <u>average</u> family sizes for the entire population.

2. Deaths are not taken into account in this activity. We are simply looking at the number of people born into a hypothetical society.

3. The length of generations may vary. For example, some women may have children when they are twenty, while others wait until they are twenty-five. Five generations will be born in 100 years in the first instance, while only four generations will be born in the latter case. Different lengths of yarn can be used to illustrate this point.

4. For the sake of this activity, it should be noted that the exercise follows only one family line, and are shown in proportion to one parent only. In reality couples rather than individuals have children.



In one generation 4 children are born...in the second generation 16 will be born...in the third generation 64 will be born.

This activity should be done using both a four child and eight child family. The students should discover that in a four child family, 20 children were born in two generations, while 72 children were born in the eight child pattern.

IV. A second important aspect of the colonial childbearing pattern is that the colonists married during the early childbearing years (13-20) while the English waited until the female was about 26 or 27. Thus, the colonists were having more children than the English and were having them more often. This activity can be discussed beyond three generations in above-average classes.

In this activity we will determine the population increase created by one original couple over a one hundred year period using two different situations: the American colonial pattern and the English pattern.

Two things need to be considered in examining the population increase: the average age of women having their first child and the average family size. Again it should be noted that this is a simplified model. The four points noted in the previous activity should be taken into consideration in discussing this activity.

1. Assume that most colonial girls had their first child at the age of 16.5. In 100 years, how many generations will have been produced? (six).

2. If all colonial women had eight children, how many children will be born in six generations?

One Generation	=	8
Two Generations	=	64
Three Generations	=	512
Four Generations	=	4,096
Five Generations	=	32,768
Six Generations	=	262,044
TOTAL		299,492 children born

3. Assume that most English girls had their first child at the age of 25. How many generations will be produced in 100 years? (four).

4. If all English women had four children, how many children will be born in four generations?

One Generation	=	4
Two Generations	=	16
Three Generations	=	64
Four Generations	=	256
TOTAL		340

5. What is the difference in the population increase by births in the two situations?

(299,492 - 340 = 299,152)

6. How could population growth be lessened in the colonies? (Marry later and have fewer children). How could it be increased in England? (Marry earlier and have more children).

VI. A similar comparison as the one above can be made using the two and three child pattern today.

SM-III-4
Springboard #1

COLONIAL MARRIAGE BANS AND CEREMONIES

Bans: Bans must be posted in a public place for three weeks before the wedding. A Ban should include the following information;

Know all men by these presents, that _____ (name) of _____(town) and _____(male's name) of _____(town) have declared unto me their Intention of Marriage: I do therefore make public the said Intention. If any Person knows any just Cause or Impediment why these Two Persons shall not be joined together in Marriage, they may declare the same as the Law directs. Given under my Hand and Seal at _____(town) this _____ Day of _____ Anno Domini.

Marriage Certificate:

I hereby certify, that _____(male's name) of _____(town) Son of _____ and _____(female's name) of _____(town) Daughter of _____ were lawfully joined together in Marriage on the _____ Day of _____ Anno Domini _____ by me the Subscriber.

Slave Marriage Ceremony:

You _____: do now in the Presence of God, and these witnesses, Take _____: to be your Wife; Promising that so far as shall be consistent with the Relation which you now sustain, as a Servant, you will perform the Part of an Husband towards her; and in particular, you Promise, that you will love her: And that, as you shall have the Opportunity and Ability, you will take a proper Care of her in Sickness and Health, in Prosperity and Adversity: And that you will be True and Faithful to her, and will Cleave to her Only, so long as God, in his Providence, shall continue your and her abode in Such Place as that you can conveniently come together.

Adapted from: Willystine Goodsell, A History of Marriage and the Family, (New York: MacMillan Company, 1934).

II-4
ngboard #2

Figure 3-10.—Illustrated [illegible]

BEST COPY AVAILABLE

FORM APPROVED BUDGET BUREAU NO. 68-R1983 LICENSE NO.

U.S. STANDARD

CERTIFICATE OF MARRIAGE

COUNTY DATE STATE FILE NUMBER

TYPE, OR PRINT IN PERMANENT INK SEE HANDBOOK FOR INSTRUCTIONS

GROOM

GROOM—NAME (FIRST, MIDDLE, LAST) 1

RESIDENCE—STATE 2a | COUNTY 2b | CITY, TOWN, OR LOCATION 2c | INSIDE CITY LIMITS (SPECIFY YES OR NO) 2d

STREET AND NUMBER 3a | STATE OF BIRTH (IF NOT IN U.S.A., NAME COUNTRY) 3 | DATE OF BIRTH (MONTH, DAY, YEAR) 4

FATHER—NAME 5a | STATE OF BIRTH (IF NOT IN U.S.A., NAME COUNTRY) 5b | MOTHER—MAIDEN NAME 6a | STATE OF BIRTH (IF NOT IN U.S.A., NAME COUNTRY) 6b

BRIDE

BRIDE—NAME (FIRST, MIDDLE, LAST) 7a | MAIDEN NAME (IF DIFFERENT) 7b

RESIDENCE—STATE 8a | COUNTY 8b | CITY, TOWN, OR LOCATION 8c | INSIDE CITY LIMITS (SPECIFY YES OR NO) 8d

STREET AND NUMBER 9a | STATE OF BIRTH (IF NOT IN U.S.A., NAME COUNTRY) 9 | DATE OF BIRTH (MONTH, DAY, YEAR) 10

FATHER—NAME 11a | STATE OF BIRTH (IF NOT IN U.S.A., NAME COUNTRY) 11b | MOTHER—MAIDEN NAME 12a | STATE OF BIRTH (IF NOT IN U.S.A., NAME COUNTRY) 12b

APPLICANT

APPLICANT—SIGNATURE 13a | DATE SIGNED (MONTH, DAY, YEAR) 13b

APPLICANT—SIGNATURE 14a | DATE SIGNED (MONTH, DAY, YEAR) 14b

OFFICIANT

I CERTIFY THAT THE ABOVE NAMED PERSONS WERE MARRIED ON: (MONTH, DAY, YEAR) 15a | PLACE OF MARRIAGE—COUNTY 15b | STATE 15c

OFFICIANT—SIGNATURE 15d | DATE SIGNED (MONTH, DAY, YEAR) 15e | OFFICIANT—RELIGIOUS OR CIVIL (SPECIFY) 15f

WITNESS—SIGNATURE 16a | WITNESS—SIGNATURE 16b

LOCAL OFFICIAL MAKING RETURN TO STATE HEALTH DEPARTMENT 17a SIGNATURE | DATE RECEIVED BY LOCAL OFFICIAL (MONTH, DAY, YEAR) 17b

CONFIDENTIAL INFORMATION

GROOM

RACE—GROOM	NUMBER OF THIS MARRIAGE	IF PREVIOUSLY MARRIED		EDUCATION—SPECIFY HIGHEST GRADE COMPLETED		
		LAST MARRIAGE ENDED BY—DEATH, DIVORCE, OR ANNULMENT (SPECIFY)	DATE (MONTH, YEAR)	ELEMENTARY (0, 1, 2, 3, 4, . . . 99 0)	HIGH SCHOOL (1, 2, 3, 99 4)	COLLEGE (1, 2, 3, 4, 5 OR 5+)
WHITE, NEGRO, AMERICAN INDIAN, ETC. (SPECIFY) 18	FIRST, SECOND, ETC. (SPECIFY) 19	20a	20b	21		

BRIDE

RACE—BRIDE	NUMBER OF THIS MARRIAGE	IF PREVIOUSLY MARRIED		EDUCATION—SPECIFY HIGHEST GRADE COMPLETED		
		LAST MARRIAGE ENDED BY—DEATH, DIVORCE, OR ANNULMENT (SPECIFY)	DATE (MONTH, YEAR)	ELEMENTARY (0, 1, 2, 3, 4, . . . 99 0)	HIGH SCHOOL (1, 2, 3, 99 4)	COLLEGE (1, 2, 3, 4, 5 OR 5+)
WHITE, NEGRO, AMERICAN INDIAN, ETC. (SPECIFY) 22	FIRST, SECOND, ETC. (SPECIFY) 23	24a	24b	25		

FHS 2839—REV. 1-68 DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE—PUBLIC HEALTH SERVICE—NATIONAL CENTER FOR HEALTH STATISTICS 1968 REVISION

U.S. GOVERNMENT PRINTING OFFICE : 1967 O—261-040

SM-III-4
Springboard #3

Modern Marriage Requirements in Florida:

1. Register in the bride's county to receive license. The license is valid if used within 30 days.

2. Have a blood test in the local health center at least three days before the marriage ceremony.

MODERN MARRIAGE CERTIFICATE

This is to Certify

That on the ____ day of _____

in the Year of Our Lord, 19__

Mr. _____

of _____

and

M _____

of _____

According to the ordinance of God and the

Laws of the State of _____

_____ Witness

_____ Witness

_____

Minister

SM-III-4
Springboard #4

Comparison of Family Sizes

Benjamin Franklin said that colonial families tended to have eight children while English families tended to have four children. Why do you suppose the colonist had so many children? Let's try to discover how the differences in these two family sizes might affect population growth.

Assume that a colonial family decided to have only four children. Also assume that each of this couple's children only had four children when they grew up. In two generations, how many children would have been born?

COLONIAL COUPLE

In one generation _____ children will be born.

In the second generation _____ children will be born.

In two generations a total of _____ children will be born.

* * * * *

Now assume that a colonial couple decided to have eight children. Also assume that each of this couple's children had eight children when they grew up. In two generations how many children would have been born?

COLONIAL COUPLE

In one generation _____ children will be born.

In the second generation _____ children will be born.

In two generations a total of _____ children will be born.

What is the difference between the number of children born when a family has four or eight children (in two generations)?

total born in family of eight - total born in family of four

_____ - _____ = _____

What would be the difference between the number of children born when a family has four and when it has eight children in three generations?

_____ - _____ = _____

If a country wanted to increase the population quickly, what are some of the ways they could do this?

If a country wanted to decrease the population quickly, what are some of the ways they could do this?

TM-III-5

GOAL:

To evaluate student learning and reinforce conceptual understanding of population growth.

OBJECTIVES:

1. The student will participate in a game reinforcing the concept of population growth.

2. The student will examine his own values as they pertain to population growth.

MATERIALS AND EQUIPMENT NEEDED:

..Game Board (one set per group)
..Chance Cards
..Question Cards and Answers
..Dice

PROCEDURES:

I. This game consists of a game board, chance cards, question cards and answers, and a die. The class should be divided into groups of five, with one person being the answer checker while the other four play the game. The position of checker should rotate among the group members. The teacher should make stencils similar to the attached pages and run off enough copies for the class.

Rules of the Game:

1. Throw the die to determine the order of the play. The highest number will be the answer checker for the first game. The lowest number will go first.

2. Throw the die.

3. If you land on a ?, draw a question card and answer the question. If the question is answered correctly go ahead one, if it is answered incorrectly go back one space.

4. If you land on a chance - draw a chance card and do what it says.

5. If you land on a written space, do what it says.

6. Only answer ?, draw chance, or follow directions on a die throw.

7. The first person to finish with an exact throw wins.

II. This game offers an opportunity for the students to express their own values concerning population growth. As the students play the game, they move forward or backward on the game board according to a set of directions. These directions assume certain author biases. The teacher might ask each student to evaluate the game board to determine whether or not he agrees with these biases. In addition, the student might want to change the value of a turn (for example, by changing 2 moves forward to 1 move forward).

SM-III-5
GAME

RULES OF THE GAME

1. Throw the die to determine the order of the play. The highest number will be the answer checker for the first game. The lowest number will go first.

2. Throw the die.

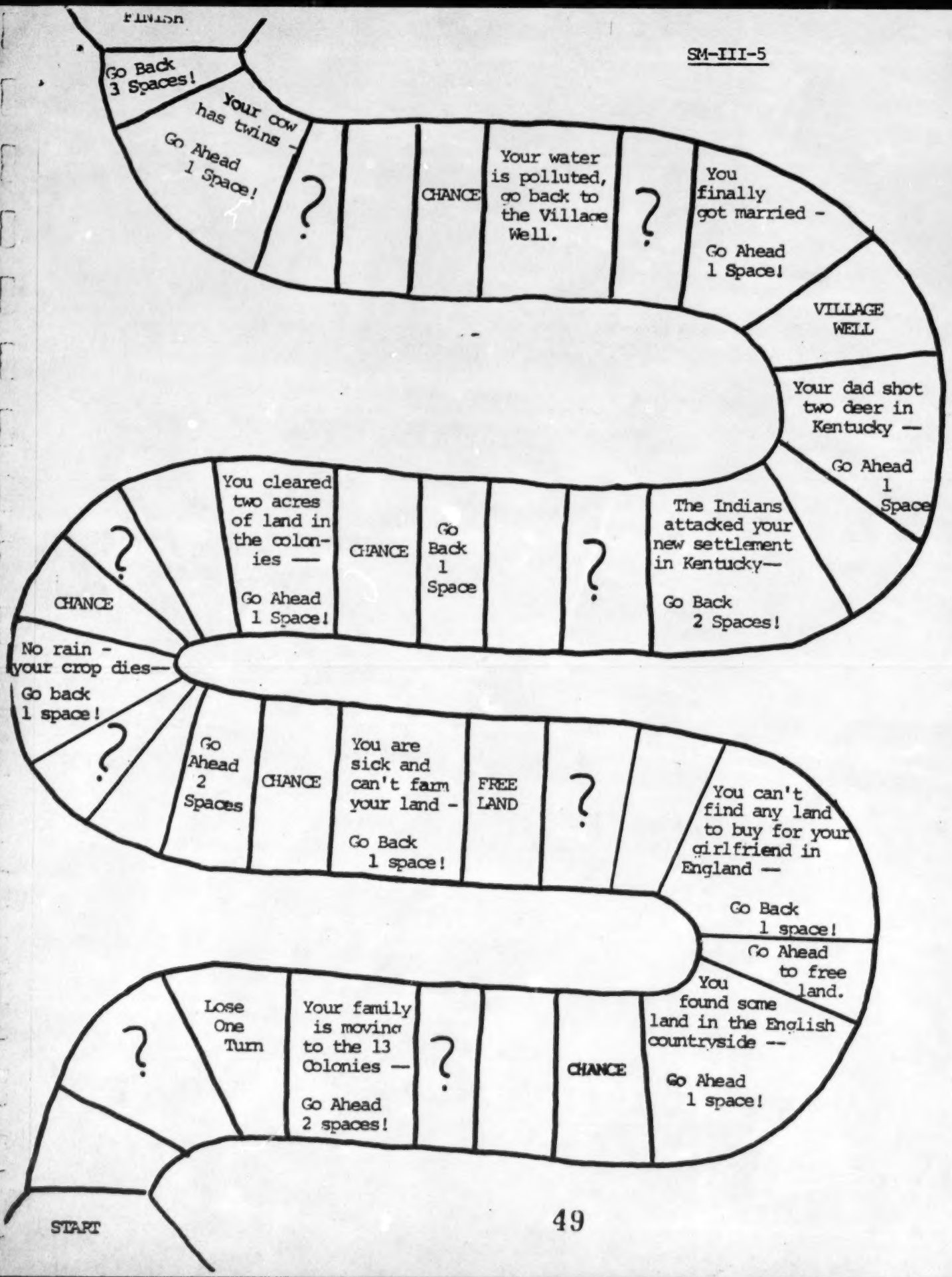
3. If you land on a ?, draw a question card and answer the question. If the question is answered correctly go ahead one, if it is answered incorrectly go back one space.

4. If you land on a chance - draw a chance card and do what it says.

5. If you land on a written space, do what it says.

6. Only answer ?, draw chance, or follow directions on a die throw.

7. The first person to finish with an exact throw wins.


FINISH
Go Back 3 Spaces!
Your cow has twins - Go Ahead 1 Space!
?
CHANCE
Your water is polluted, go back to the Village Well.
?
You finally got married - Go Ahead 1 Space!
VILLAGE WELL
Your dad shot two deer in Kentucky — Go Ahead 1 Space
The Indians attacked your new settlement in Kentucky— Go Back 2 Spaces!
?
Go Back 1 Space
CHANCE
You cleared two acres of land in the colonies — Go Ahead 1 Space!
?
CHANCE
No rain - your crop dies— Go back 1 space!
?
Go Ahead 2 Spaces
CHANCE
You are sick and can't farm your land - Go Back 1 space!
FREE LAND
?
You can't find any land to buy for your girlfriend in England — Go Back 1 space!
Go Ahead to free land.
You found some land in the English countryside -- Go Ahead 1 space!
CHANCE
?
Your family is moving to the 13 Colonies — Go Ahead 2 spaces!
Lose One Turn
?
START

GAME

QUESTION CARDS

1. WHICH COUNTRY HAD THE FASTEST GROWTH RATE IN 1790, ENGLAND OR AMERICA?

2. LIST FOUR NATURAL RESOURCES.

3. HOW DOES THE AVAILABILITY OF RESOURCES AFFECT POPULATION GROWTH?

4. WHAT ARE THE "CHILDBEARING" AGES OF WOMEN?

5. WHICH COUNTRY HAD THE LARGEST POPULATION IN 1780 - ENGLAND OR AMERICA?

6. HOW OLD WERE MOST ENGLISH MEN WHEN THEY MARRIED IN 1780?

7. HOW OLD WERE MOST ENGLISH WOMEN WHEN THEY MARRIED IN 1780?

8. HOW OLD WERE MOST AMERICAN MEN WHEN THEY MARRIED IN 1780?

9. HOW OLD WERE MOST AMERICAN WOMEN WHEN THEY MARRIED IN 1780?

10. WHY MIGHT A GOVERNMENT MAKE LAWS THAT DISCRIMINATE AGAINST UNMARRIED PEOPLE?

11. LIST TWO WAYS A MAN COULD GET NEW LAND IN KENTUCKY.

12. WHERE DID YOUNG PEOPLE LIVE WHEN THEY GOT MARRIED IN ENGLAND IN 1780?

13. WHERE DID YOUNG PEOPLE LIVE WHEN THEY GOT MARRIED IN AMERICA IN 1780?

14. HOW DOES THE AGE A PERSON GETS MARRIED AFFECT POPULATION GROWTH?

15. LIST TWO LAWS THAT DISCRIMINATED AGAINST SINGLE PERSONS IN THE COLONIES.

16. WHERE DID UNMARRIED MEN LIVE IN THE COLONIES?

17. HOW COULD BEING SINGLE AFFECT ONE'S JOB IN THE COLONIES?

18. WHY DIDN'T MEN IN THE COLONIES FEAR POVERTY?

19. WHY DID PEOPLE IN ENGLAND IN 1780 MARRY SO LATE IN LIFE?

20. HOW MANY CHILDREN DID MOST AMERICAN FAMILIES IN THE COLONIES HAVE?

QUESTION CARDS - Page 3

21. HOW MANY CHILDREN DID MOST ENGLISH FAMILIES IN 1780 HAVE?	22. WHAT IS OVER-POPULATION?
23. WHAT IS AN "ENCOURAGEMENT"?	24. WHO TENDS TO HAVE LARGER FAMILIES - PEOPLE LIVING IN CROWDED AREAS OR PEOPLE LIVING IN ISOLATED AREAS?
25. WHO TENDS TO HAVE LARGER FAMILIES — PEOPLE WHO MARRY EARLY OR LATE IN LIFE?	26. TELL TWO REASONS WHY MEN MOVE TO A NEW AREA.
27. TELL TWO REASONS WHY MEN MAY DECIDE NOT TO MOVE TO A NEW AREA.	28. WHAT IS A "BAN"?
29. WHAT ARE TWO REQUIREMENTS FOR GETTING MARRIED TODAY?	(Let your students make up some new questions).

SM-III-5
GAME

ANSWERS TO QUESTIONS

1. Q: Which country had the fastest growth rate in 1790 - England or America?
   A: America.

2. Q: List four natural resources.
   A: Land, rocks, water, trees, gold, fuel, etc.

3. Q: How does the availability of resources affect population growth?
   A: When resources are scarce people have fewer children; when resources are abundant, people tend to have more children.

4. Q: What are the childbearing ages of women?
   A: This is the time or age that most women can have children. 15 - 44 years of age.

5. Q: Which country had the largest population in 1780 — England or America?
   A: England.

6. Q: How old were most English men when they married in 1780?
   A: 27 years old.

7. Q: How old were most English women when they married in 1780?
   A: 26 years old.

8. Q: How old were most American men when they married in 1780?
   A: Under 20 years old.

9. Q: How old were most American women when they married in 1780?
   A: Between 13 and 16.

10. Q: Why might a government make laws that discriminate against unmarried people?
    A: To encourage people to get married and have children.

11. Q: List two ways a man could get new land in Kentucky.
    A: Get land free by settling on it and improving the land; get land free by being in the military.

12. Q: Where did young people live when they got married in England in 1780?
    A: Alone in their own homes.

13. Q: Where did young people live when they got married in American in 1780?
    A: Alone in their own homes.
    With their parents.

14. Q: How does the age a person gets married affect population growth?
    A: People who marry early tend to have more children than people who marry late in life.

15. Q: List two laws that discriminated against single people in the colonies.
    A: Extra taxes.
    Making single people live with families,
    Only allowing a single person to hold a job for one year.

16. Q: Where did unmarried men live in the colonies?
    A: With families.

17. Q: How could being single affect one's job in the colonies?
    A: He could have a job for only one year -- then he had to find another job.

18. Q: Why didn't men in the colonies fear poverty?
    A: There was a lot of land and resources.

19. Q: Why did people in England in 1780 marry so late in life?
    A: They had to own land before marrying,
    They had to be able to support a family,
    They had to have a job.
    They had to have a house.

20. Q: How many children did most American families in the colonies have?
    A: Eight (8)

21. Q: How many children did most English families in 1780 have?
    A: Four (4)

22. Q: What is overpopulation?
    A: When an area has too many people for the resources in the area.

23. Q: What is an "encouragement"?
    A: An attempt by the American government to help encourage men to get married; they promised the men free land if they married.

24. Q: Who tends to have larger families -- people who live in crowded areas or people who live in isolated areas?
    A: People who live in isolated areas.

25. Q: Who tends to have larger families -- people who marry early in life or late in life?
    A: People who marry early in life.

26. Q: Tell two reasons why men move to a new area.
    A: To get free or inexpensive land.
    To get a new job.

27. Q: Tell two reasons why men may decide not to move to a new area.
A: They like their friends in the place where they live.
They have family close by.
They have a good job.
They have good land and homes.

28. Q: What is a ban?
A: An announcement that two people are going to get married.

29. Q: What are two requirements for getting married today in the state of Florida?
A: Blood test.
Must register in county of girl's residence thirty days before the wedding.

CHANCE CARDS

YOU GOT RICH FARM LAND IN KENTUCKY-- GO AHEAD ONE SPACE.	YOUR FATHER FOUGHT WITH GENERAL WASHINGTON AND GOT 1000 ACRES IN KENTUCKY — GO AHEAD ONE SPACE.
YOUR ENGLISH VILLAGE GOT SICK FROM THE WELL WATER AND MANY PEOPLE DIED - GO BACK ONE SPACE.	YOUR PIONEER FAMILY HAS ONLY TWO CHILDREN - STAY WHERE YOU ARE.
YOUR FATHER AND MOTHER MARRIED WHEN THEY WERE 20 YEARS OLD AND HAVE EIGHT KIDS TO HELP ON THE NEW FARM - GO AHEAD ONE SPACE.	YOUR BACHELOR BROTHER CAN'T FIND A FAMILY TO LIVE WITH — GO BACK ONE SPACE.
YOUR "STALE" AUNT FINALLY FOUND A HUSBAND - GO AHEAD ONE SPACE.	YOU CAN'T FIND A MATE AND HAVE TO PAY DOUBLE TAXES - GO BACK THREE SPACES.
YOU HAVE A FARM TO WORK, BUT YOU HAVE NO CHILDREN TO HELP YOU - GO BACK ONE SPACE.	YOU FORGOT TO POST BANS FOR YOUR WEDDING TWO WEEKS AHEAD OF TIME - GO BACK TWO SPACES.

YOU ARE A SLAVE AND YOUR OWNER DECIDES NOT TO SELL YOUR WIFE TO HIS FRIEND IN GEORGIA - GO AHEAD TWO SPACES.

THREE OF YOUR CHILDREN DIE IN THE COLD NEW ENGLAND WINTER - GO BACK ONE SPACE.

YOU FINALLY GOT MARRIED SO NOW YOU CAN GET THAT FREE LAND THE NEW ENGLAND COLONIES WERE OFFERING - GO AHEAD ONE SPACE.

YOUR ENGLISH VILLAGE GROWS JUST ENOUGH FOOD FOR EVERYONE, BUT FOUR NEW BABIES WERE BORN THAT YOU DIDN'T COUNT ON. - GO BACK TWO SPACES.

YOU INHERITED FIVE ACRES OF LAND IN ENGLAND, NOW YOU CAN GET MARRIED - GO AHEAD TWO SPACES.

YOU HELPED A NEW COLONIST CLEAR HIS LAND - GO AHEAD ONE SPACE.

YOU ARE A SLAVE AND WANT TO GET MARRIED. YOUR OWNER WON'T LET YOU - STAY WHERE YOU ARE.

SO MANY PEOPLE LIVE IN YOUR VILLAGE THAT THERE IS NOT ENOUGH FOOD TO GO AROUND - GO BACK TWO SPACES.

YOU HAD AN ABUNDANT CROP THIS YEAR AND SHARED IT WITH SOME FRIENDS - GO FORWARD TWO SPACES.

(Let the students make some Chance Cards of their own).